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AUTHOR	Levin, Beatrice J.; And Others
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ABSTRACT

To ensure that all of the subskills undergirding pupils' speaking are identified, taught, and reinforced, the School District of Philadelphia prepared hierarchical listings of skills as exemplified in specific student behaviors. The structured sequence of oral language behaviors are stated operationally and are identified at 14 levels in terms of the following three categories: use of oral language (skills delivery) including word usage and pronunciation; communication of ideas (comprehension) including various measures of communicative competence; and dramatic speaking (creative) including dramatizations and singing activities. (DF)

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SPEAKING

PUPIL COMPETENCIES

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TO THE PRINCIPALS AND TEACHERS:

Research in child development indicates that children advance in their acquisition of language skills in a logical progression. Because all four facets of language—listening, speaking, reading, and writing—are interrelated and interdependent, it is difficult to separate them. However, in order to ascertain that all of the subskills undergirding each of these areas are identified, taught, and reinforced, hierarchies of these skills in terms of pupil behaviors have been developed by the Office of English Education.

The first of these was READING: PUPIL COMPETENCIES published late in 1970. The following publication is a structured sequence of pupil behaviors in speaking stated operationally. It follows, in general, the fourteen levels of READING: PUPIL COMPETENCIES; these are developmental rather than by grade or book levels. It is hoped that this publication will be a helpful resource to teachers in identifying and teaching the specific speaking skills and in helping children integrate and apply them in a total language arts approach.

Sincerely yours,

I. EZRA STAPLES

Associate Superintendent
Curriculum Planning and Development

MARJORIE FARMER

Director of
English Education

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These materials were prepared by the following committee:

Beatrice J. Levin, Chairman
Rosalie S. August
Marciene S. Mattleman
Ruth Maul

SPEAKING—PUPIL COMPETENCIES

The dynamic development of the mass media of communication has made the need for competency in the understanding and use of oral language more imperative than ever. The ability to speak so that one's ideas, feelings, and reactions are clearly expressed in terms and tones the listener or listeners can comprehend cannot be left to chance or to "maturation." Just as the other facets of communication, listening, reading, and writing follow a sequential development, so oral language grows proportionately and responsively to directed educational experiences with words and the power they wield. The integration of speech skills in the total language arts curriculum is basic to the pupil's successful performance in all school areas and to his eventual effectiveness as a literate, thinking, speaking adult.

LEVEL I

1. Using Oral Language (skills-delivery)
   The pupil . . .
   - a. develops a functional and social vocabulary
   - b. speaks in phrases and sentences to communicate ideas
   - c. raises pitch as he questions
   - d. lowers pitch as he ends a statement
   - e. develops a pleasant conversational tone
   - f. raises voice when speaking to a group of peers
   - g. speaks more softly in addressing one person
   - h. speaks more slowly when addressing class
   - i. enunciates clearly
     - (1) initial and final consonants and consonant blends and word endings
     - (2) medial vowels
     - (3) digraphs and diphthongs

2. Communicating Ideas (comprehension)
   The pupil . . .
   - a. uses oral language to communicate his needs
   - b. uses language to communicate his ideas
   - c. interprets pictures orally
   - d. uses language to communicate his pleasure or displeasure

3. Dramatic Speaking (creative)
   The pupil . . .
   - a. uses language to tell a story, recall events in sequence, etc.
   - b. participates in simple dramatizations of favorite stories
   - c. participates in group singing of simple songs

LEVEL II

1. Using Oral Language (skills-delivery)
   The pupil . . .
   a. increases speaking vocabulary through extended experiences
   b. shows an understanding of punctuation and syntax through proper articulation, stress, and intonation of the beginning and end of a sentence
   c. understands and uses appropriately plural forms of words and inflectional endings
   d. correctly pronounces the sight vocabulary of a pre-primer or other beginning reading materials
   e. clearly states simple directions
   f. orally identifies simple synonyms and antonyms in oral exercises and reviews

2. Communicating Ideas (comprehension)
   The pupil . . .
   a. organizes and expresses ideas to peers and teachers
   b. after listening to a record, tape, or TV presentation, expresses reactions in clear language
      (1) summarizes the presentation
      (2) begins to separate fact from fiction
      (3) anticipates outcomes
   c. after listening to a story
      (1) summarizes the main idea
      (2) recalls events in proper sequence
      (3) makes simple inferences
   d. participates in guided discussions in
      (1) planning activities
      (2) matters of group interest

3. Dramatic Speaking (creative)
   The pupil . . .
   a. tells class about a toy, book, or other item of interest (show and tell)
   b. dictates sentences for experience stories or charts
   c. participates in choral speaking exercises using nursery rhymes, etc.
   d. anticipates and supplies correct rhyming words or sentence endings as teacher reads familiar poems and stories
   e. assumes role in dramatization of familiar story (ex. Three Billy Goats Gruff)

LEVEL III

1. Using Oral Language (skills-delivery)
   The pupil . . .
   a. continues to expand vocabulary through knowledge gained from first-hand experiences
   b. uses gestures and body movements along with speech to communicate ideas
   c. understands, uses, and properly articulates
      (1) final consonant digraphs and inflectional endings
      (2) 2 and 3 letter consonant blends

(3) simple compound words
(4) contractions and possessives

d. orally reads at his level with correct pronunciation from instructional materials

2. Communicating Ideas (comprehension)
The pupil . . .

a. reflects personal interests and observations in social communications
b. asks questions to gain knowledge or information
c. interprets meaning from pictures
d. answers questions on materials read aloud or discussed and shows comprehension and control of language at that level
e. reports accurately in summary or discussion of stories or materials read
f. makes simple explanations (ex. how to play a game; solve a simple puzzle)
g. gives simple directions (ex. how to get home from school)
h. uses and orally defines items in a simple picture dictionary

3. Dramatic Speaking (creative)
The pupil . . .

a. participates in dramatizations
(1) a favorite story
(2) a television program
(3) an experience
(4) a trip
b. participates in choral speaking activities
c. paraphrases a familiar story by referring to the illustrations
d. contributes suggestions during singing of participation songs

LEVEL IV

1. Using Oral Language (skills-delivery)
The pupil . . .

a. continues to expand vocabulary through knowledge gained from new concepts and experiences
b. makes effective use of gestures and body movements in speaking activities
c. recognizes and articulates properly
(1) all consonants, consonant blends, and consonant digraphs
(2) diphthongs *oy, oi, ow*
(3) simple vowel digraphs (e.g. – *oa, ai, ea*)
d. clearly articulates word endings (plurals, regular and irregular, past tense "ed", etc.)
e. uses appropriately definite and indefinite terms (ex. some, six, many, fine, later, 12 o'clock, etc.)

2. Communicating Ideas (comprehension)
The pupil . . .

a. reflects personal interests and observations in social communications with increasing regard for the opinions of others

b. after looking at a picture, reading a story at his level, seeing a filmstrip or a TV presentation, orally
   (1) summarizes plot of story
   (2) explains the main idea
   (3) gives supporting details
   (4) makes inferences and supports them with explicit evidence
   (5) anticipates or predicts outcomes
   (6) cites cause-effect relationships
c. reports accurately regarding a trip, an experience, an experiment, a favorite TV program
d. tells a story from a list of topics suggested by the teacher which has an appropriate beginning, middle and ending
e. interprets punctuation and uses proper phrasing when reading a story, poem, report
f. identifies organization and parts of a book
g. gives class names for a series of objects (fish, insects, flowers, etc.)

3. Dramatic Speaking (creative)
   The pupil . . .
   a. begins to carry out a definite role in dramatization
   b. takes part in improvisation
   c. plans for class activities (dramatizations, programs, trips, experiments, etc.)
   d. understands, enjoys, and participates in choral speaking activities
   e. tell a story (original or from a suggested topic) which has an appropriate beginning, middle and ending
   f. reads aloud with expression from a favorite storybook

LEVEL V

1. Using Oral Language (skills-delivery)
   The pupil . . .
   a. uses appropriate body movements and gestures in employing different speech forms
   b. incorporates new vocabulary into speech patterns which reflect broadening concepts and new experiences
   c. expresses self with greater facility and exactness through acquisition of wider sight vocabulary
   d. identifies and pronounces correctly
      (1) hard and soft sounds in words (*c* and *g*)
      (2) vowel digraphs in words (i.e. *ea* as in *bread*, *ai* as in *rain*, etc.)
      (3) vowel diphthongs in words (i.e. *oi*, *ow*, *ou*, *oy*)
      (4) words which have vowels affected by *r*, *l*, and *w*
      (5) higher level compounds, contractions, possessives, inflectional endings
      (6) higher level words containing plurals and affixes
   e. uses correct articulation and pronunciation of words in speaking vocabulary

2. Communicating Ideas (comprehension)
   The pupil . . .
   a. begins to influence and be influenced by the opinion of others in social communication

b. after reading material at an appropriate reading level, watching a film, dramatic, or TV presentation, orally
   (1) summarizes the selection
   (2) identifies the main idea
   (3) cites supporting details
   (4) distinguishes fact from fiction and substantiates this
   (5) appropriately uses and explains figurative and idiomatic language at this level
   (6) makes inferences appropriate to this level

c. speaks with sufficient clarity and expression for audience comprehension when
   (1) making a class presentation
   (2) reading a story aloud
   (3) asking or answering questions

d. explains the structure of a story (the title, beginning, ending, etc.)

e. dictates a two-point outline from materials read

f. shows increasing understanding and use of figurative language

3. Dramatic Speaking (creative)
   The pupil . . .

   a. carries out a role in dramatizations
   b. participates in choral speaking activities
   c. participates in oral reading of simple play maintaining appropriate pitch and inflection throughout
   d. reads or recites favorite rhyme or poem with good expression
   e. reads aloud story on independent reading level with appropriate diction and expression

LEVEL VI

1. Using Oral Language (skills-delivery)
   The pupil . . .

   a. becomes increasingly adept at using volume, pitch, and quality of voice in classroom activities
   b. becomes increasingly aware of necessity for the speaker to direct oral communication to the listener or listeners
   c. orally shows recognition of differences in language rhythm between prose and poetry
   d. uses and pronounces
      (1) increasingly complex compound words
      (2) wider range of root words with affixes
      (3) wider range of more complex contractions
      (4) comparative forms of adjectives and adverbs
      (5) more polysyllabic words
      (6) the schwa sound (unstressed vowel sound as the *a* in *around*)

2. Communicating Ideas (comprehension)
   The pupil . . .

   a. begins to orally weigh more than one point in social communications
   b. orally identifies problems from materials read or presented in class (on chalkboard or through discussion)

c. summarizes orally ideas from a selection, story, or multi-media presentation
d. interprets meaning that reflects both factual recall and inferential thinking from increasingly difficult reading materials, TV, or taped presentation
e. dictates simple two- and three-point outline of an oral report or of selection read

3. Dramatic Speaking (creative)
The pupil . . .

a. plans and executes puppet presentations
b. with a team, plans a dramatization of a scene from a familiar story
c. tape records oral readings
d. chooses a story and utilizes specific suggestions for improving quality of oral reading
e. tape records poems of various rhythms
f. participates in choral reading activities requiring change of pitch, rate, and volume for dramatic effect

LEVEL VII

1. Using Oral Language (skills-delivery)
The pupil . . .

a. shows a knowledge of variant spellings and pronunciations (e.g. changing *y* to *i* when adding *es, ly, ful,* etc.; and the varied *ough* sound in words such as *cough, though,* etc.) and silent consonant (e.g. the *b* in *lamb*, etc.) in class recitations or spelling bees
b. correctly pronounces and spells new words (via use of dictionary) (i.e. spelling, phonetic respelling and accent) to be used in discussion, reporting, etc.
c. is more adept in use of oral language rhythm for literary forms (prose, poetry, plays)

2. Communicating Ideas (comprehension)
The pupil . . .

a. identifies and discusses
(1) relationship between ideas gotten from oral readings of teachers and/or other students
(2) main ideas of paragraphs
(3) relationship of details to main ideas from readings and classroom discussions
b. understands and discusses differences between simple connotations and denotations
c. understands and discusses shifts of meaning in simple words at the appropriate reading level
d. orally classifies and indexes for chalkboard recording things encountered in readings and discussions
e. interprets for class simple maps
f. states simple generalizations based on facts noted orally or read

3. Dramatic Speaking (creative)
The pupil . . .

a. takes part with appropriate expression in simple plays
b. reads simple poetry aloud with suitable rhythm, meaningful pauses, and expression
c. takes part in class singing, chanting, and choral speaking with correct speech patterns and rhythm

LEVEL VIII

1. Using Oral Language (skills-delivery)
   The pupil . . .
   a. in class discussion and oral quizzes uses knowledge of the following for correct pronunciation of new words
      (1) major diacritical marks
      (2) phonetic respellings
      (3) primary and secondary accents
      (4) abbreviations
   b. in class discussion and oral quizzes properly articulates
      (1) affixes
      (2) polysyllabic words
   c. answers questions and makes explanations in complete sentences
   d. is more flexible in changing pitch, intonation, and volume from a one-to-one conversation to speaking to groups

2. Communicating Ideas (comprehension)
   The pupil . . .
   a. orally outlines in greater detail for chalkboard presentation material from readings, class discussions, reports, debates, etc.
   b. interprets and discusses charts, graphs, and more complex maps for class
   c. continues to draw and discuss inferences and conclusions based on facts read or stated
   d. makes a class presentation based on experiments or simple research
   e. discusses simple differences in points of view from reading, TV or radio newscasts, or class presentations or debates
   f. uses more complex and polysyllabic vocabulary in discussion, oral reports, etc.
   g. orally employs and manipulates higher level concepts and abstractions in discussions, reports, etc.
   h. dictates outlines using several subtopics with facts supporting them
   i. understands and dictates steps in simple study techniques (e.g. SQR)

3. Dramatic Speaking (creative)
   The pupil . . .
   a. reads aloud to class excerpts from literature of many lands
   b. dramatizes or takes part in dramatization of fables, myths, fairy and folk tales
   c. reads aloud narrative or descriptive poetry with suitable rhythm and poetic expression

LEVEL IX

1. Using Oral Language (skills-delivery)
   The pupil . . .
   a. increases his command over tone, pitch, volume for different speaking purposes
   b. in class discussion and oral quizzes uses knowledge of the following for correct pronunciation of new words
      (1) all diacritical marks
      (2) phonetic respellings

(3) roots, affixes, variant endings
(4) principles of syllabication
(5) primary and secondary accent

2. Communicating Ideas (comprehension)
The pupil . . .

a. reads aloud and discusses from different reference sources (i.e. encyclopedias, atlases) material related to or needed for a class project or group unit of work
b. responds to teacher's questions or oral quizzes regarding use of card catalogs in libraries
c. interprets and discusses in class story elements in terms of main and supporting characters, plot and subject, story sequence
d. discusses main idea and supporting details of paragraph, unit or story
e. states inferences made from discussions, readings
f. states predictions and judgments for class discussion and deliberation based on stories read, recited, or dramatized
g. relates to class material researched in various sources of information (encyclopedia, atlas, almanac, etc.) related to class interest or group or individual projects
h. describes to class how to use card catalog in library

3. Dramatic Speaking (creative)
The pupil . . .

a. uses figurative and idiomatic language to enhance imagery and emphasize ideas
b. reads aloud excerpts from multi-ethnic literature and folk tales
c. plans and takes part in simple dramatizations of fables, fairy tales and biography
d. participates in group or individual improvisation based on a current event, experience, or social situation
e. recites from memory a short poem

LEVEL X

1. Using Oral Language (skills-delivery)
The pupil . . .

a. differentiates between formal and informal speech in terms of clarity and precision of pronunciation and articulation
b. pronounces new words correctly via use of standard *key words* and other aids found in dictionary
c. differentiates between voiced (i.e. *b*) and voiceless (i.e. *p*) pairs of consonants in clearly pronouncing individual words, word groups
d. in informal speech, speaks in natural tone with rising inflection for questions and descending inflection for statements
e. enunciates syllables with proper stress in pronouncing polysyllabic words
f. increasingly adapts rhythm to follow punctuation in oral reading
g. speaks with appropriate timbre and color

2. Communicating Ideas (comprehension)
The pupil . . .

a. reads aloud, identifying and stating definitions of previously unknown words whose meanings are explained in appositional phrases
b. states the main idea of a paragraph when that idea is
(1) embedded in the middle of a paragraph
(2) stated in a summarizing sentence at the end of the paragraph
(3) implied but not stated explicitly in the written paragraph
c. predicts outcomes and makes judgments regarding a news story, article, or TV presentation and discusses reasons for this prediction
d. recognizes and discusses propaganda techniques found in newspapers, magazines, radio and TV
e. reads aloud to class problems to be solved, notes for chalkboard presentation specific *steps to be taken* and what checks are to be made on the final answer
f. orally outlines teacher's chalkboard presentation, main ideas, details from content related materials read by class

3. Dramatic Speaking (creative)
The pupil . . .

a. dramatizes selections from multi-ethnic literature of many lands
b. reads aloud excerpts from science fiction, recognizing that the fictional aspects often have some basis in reality
c. role plays and does improvisation based on biography, etc. to emphasize certain ideas and points
d. enjoys and participates in oral reading and dramatization of ballads
e. creates original dialogue based on narratives studied in class
f. reads aloud original "propaganda and sales pitch" to class
g. takes part in class created TV commercials and subsequent discussions of same
h. creates and reads aloud to class cartoons, press reports reflecting satire and irony with appropriate expression

LEVEL XI

1. Using Oral Language (skills-delivery)
The pupil . . .

a. habitually uses a pleasant, intelligible clear voice
b. adapts voice to mood, audience, and physical conditions of room
c. avoids substitutions, such as the unvoiced *s* for final *z* in *was, pause,* etc. (possible use of tape recorder)
d. avoids sound intrusions, such as an extra vowel (e.g. ath *a* lete; *a* hold; my*i*ne for mine; possible use of tape recorder); and sound omissions such as lib(r)ary and Feb(r)uary
e. uses appropriate body movements when speaking; avoids unnatural or negative motions and facial expressions
f. maintains eye contact with audience
g. follows punctuation in oral reading

2. Communicating Ideas (comprehension)
The pupil . . .

a. extends or declines invitations in a courteous manner
b. uses vividly descriptive words and figurative language to enrich communicating ideas and feelings
c. becomes more adept in the art of narration
d. begins to participate in panel discussions to clarify issues and solve problems
e. begins to understand and use basics of parliamentary procedure in conducting a class meeting–i.e. call to order, roll call, reading of minutes, treasurer's report, committee report, unfinished business, new business, adjournment
f. begins to prepare for future employment interviews through discussion of preparation, training, interests, employment expectations

3. Dramatic Speaking (creative)
The pupil . . .

a. dramatizes actions and speech of characters in plays
b. shows appreciation of beauty of language through oral reading of poetry including epic as well as lyric and narrative poetry
c. takes part in dramatization of scenes from plays
d. simulates with another student or teacher, employer–employee interview, presenting qualifications, training, etc.

LEVEL XII

1. Using Oral Language (skills-delivery)
The pupil . . .

a. speaks clearly and distinctly in order to communicate with others
b. varies pitch, rate and volume of his voice according to changes in purpose and meaning
c. uses stress, rate and quality of his voice to denote feeling and emphasis
d. makes effective use of body control, movement and gesture while speaking
e. uses correct pronunciation for words already in his reading, writing vocabulary.
f. uses accent, syllabication, phonetic respelling as an aid to correct pronunciation of new words
g. extends his speaking vocabulary based on experiences, reading and viewing media
h. uses synonyms and antonyms freely in speech
i. increases skill in correct usage for greater clarity in spoken language, i.e.–correct form of regular and irregular verbs, agreement of verb and subject, correct form of pronouns, etc.
j. uses complete sentences for expression of ideas
k. develops audience presence–understands and uses effective speech for different purposes

2. Communicating Ideas (comprehension)
The pupil . . .

a. understands and uses both formal and informal language appropriately
b. begins to understand dialects and regional speech
c. expresses ideas to others and participates in group discussion
d. expresses a clear point of view on a topic of personal interest or group project

e. uses speech for social conversation–introductions, greetings, etc.
f. uses telephone conversation for social purposes
g. asks and answers different types of questions–i.e. factual, inferential, etc.
h. makes clear announcements to the class
i. gives clear and comprehensive directions
j. relates a story or experience to the class in correct sentence patterns and in chronological order
k. prepares and delivers a brief report to group or class on a topic of interest (book, film, news event, current student concerns)
l. delivers a brief impromptu speech on a topic of interest
m. understands, evaluates and expresses the organizational pattern of a paragraph (central thought and supporting details)
n. understands, evaluates and expresses the implied central thought and subordinate details

3. Dramatic Speaking (creative)
The pupil . . .

a. participates in choral speaking activities
b. relates an original story to a group of students or to the class
c. role plays a situation based on an experience of concern to him
d. reads orally and interprets a brief prose selection from a novel, play, essay, short story or news article
e. reads orally and interprets a ballad or narrative poem, indicating an understanding that punctuation, meter, meaning determine intonation
f. participates in group or individual improvisation
g. recites from memory a poem or brief prose selection
h. participates in group play-reading
i. participates in the dramatization of a one-act scripted play
j. relates to class theme and story line of an original play and reads portions of it

LEVEL XIII

1. Using Oral Language (skills-delivery)
The pupil . . .

a. increases ability to communicate by improving audibility, intelligibility and directness of speech
b. uses body movements and gestures for greater effectiveness of delivery
c. increasingly varies qualities of pitch, rate and volume of voice in terms of size of audience and purpose for speaking
d. begins to develop effective speaking style as a reflection of his personality
e. further extends and refines speaking vocabulary culled from experience, reading and viewing media
f. chooses precise language to express his thoughts
g. correctly uses figurative language to enhance descriptive qualities of speech–metaphor and simile
h. varies patterns of sentences to express himself clearly, accurately, coherently and interestingly
i. increases skill in correct usage for greater clarity in spoken language (pronoun antecedents, etc.)

2. Communicating Ideas (comprehension)
The pupil . . .

a. uses with increasing facility formal and informal language adapted to the particular audience and purpose
b. demonstrates in various verbal activities an understanding of dialects and regional speech
c. refines questioning techniques–asks and answers a variety of questions–literal translation, interpretation, application, analysis, synthesis
d. increases skill in group discussions–serving both as leader and participant
e. expresses his opinion on a topic of interest or current concern; cites events, gives reasons to support statements made
f. develops interviewing techniques–conducts as interviewer and responds as interviewee; participates in job interview
g. plans and organizes a formal talk
topic sentence
development
conclusion
h. masters different *patterns of organization* for developing a speech
chronological
topical
comparison–contrast
i. delivers an impromptu talk on a subject of interest or current concern
j. plans and delivers an extempore speech based on reading or experience
k. researches a topic using reference skills and delivers a report to a group
l. participates in a group project involving research, evaluation and organizing of ideas and presents a verbal report to class

3. Dramatic Speaking (creative)
The pupil . . .

a. performs improvisations, group or individual
b. participates with greater skill and rhythmic precision in diction and articulation in choral speaking activities
c. participates in role-playing activities developing more complex group situations
d. participates in role playing interpreting works of literature
e. orally reads and interprets a selection of prose
f. reads orally and interprets poetry
g. participates in group play-reading activity
h. takes part in a dramatization of a scripted play

LEVEL XIV

1. Using Oral Language (skills-delivery)
The pupil . . .

a. increases skill in using voice–pitch, volume, stress according to purpose of speaking: to inform, to persuade, etc.
b. varies pitch and volume of his voice according to the size of the group

c. develops greater effectiveness of speaking style for increased clarity, coherence, cogency and emphasis
d. refines effectiveness of speaking style as a reflection of his personality
e. enlarges his speaking vocabulary through his study of the derivation and etymology of words
f. shows ability to orally differentiate between denotation and connotation of words
g. continues to expand his use of figurative language for more effective and imaginative speaking (simile, metaphor, analogy, hyperbole, metonymy)
h. enlarges his speaking vocabulary through the use of specialized and technical terms learned in the various content areas
i. becomes increasingly adept at using precise language to express ideas succinctly
j. further increases skill in the correct use of language for greater clarity
k. uses exact language differentiating brand and trade names from generic terms

2. Communicating Ideas (comprehension)
The pupil . . .

a. adapts formal and informal language to a wider variety of purposes and audiences
b. demonstrates through oral reports and discussions an understanding of dialects and regional speech
c. continues to refine and build questioning techniques–by asking and answering questions at all levels (literal translation, application, analysis, synthesis)
d. uses speech as a social tool for communication (conversation, telephone conversation, introductions, greetings, etc.)
e. uses speech for business and vocational purposes
ordering materials and supplies
job interviews and applications
f. selects a topic and organizes and delivers a formal speech on it (body–conclusion)
g. uses varying techniques for conclusion of speech–summary, restating theme, illustration, use of quotation, etc.
h. uses different patterns of organization in various content areas to orally defend a point of view, i.e.:
problem-solution pattern
analogy pattern
cause–effect pattern
comparison–contrast
i. leads a panel discussion by
(1) stating the problem
(2) keeping discussion to topic
(3) making valid generalizations
(4) weighing evidence
(5) drawing conclusions
j. begins to use elements of debating in class and interclass exchanges
k. uses informal parliamentary procedure in class and school meetings
l. plans and reports on an assignment based on the use of reference materials
m. uses newspapers and periodicals selectively to critically evaluate and report on items of current interest (news and cultural events, etc.)
n. verbalizes conclusions and judgments supported by sufficient evidence

3. Dramatic Speaking (creative)

The pupil . . .

a. plans and participates in group role-playing activities based on common group experiences
b. plans and participates in role-playing activities based on student-selected works of literature
c. orally reads and interprets a longer prose, poetry, or essay selection
d. writes, plans and participates in group play-reading activity
e. plans and participates in a dramatization of a student selection play
f. plans, writes and participates in a group or class TV or radio program
g. orally interprets and summarizes a movie or play to group
h. orally dramatizes a news event
i. plans and presents an oral satire on a current political or social problem